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Fall 9-1-2001

### PT 503.01: Physical Therapy and the Health Care System

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**PT 503**  
**PHYSICAL THERAPY AND THE HEALTH CARE SYSTEM**  
Fall 2001

**I. Instructors:** Dave Levison, PT, MHS  
Rich Gajdosik, PT, PhD

**II. Credits:** 4

**III. Meeting Time:** Tuesdays 8:10-10 AM and Thursdays in Sept. 8:10 -10 AM  
Thursdays in Oct - Dec. 8:10 - 9 AM

Thursdays in Oct - Dec from 9:10 - 10: This meeting time will be used for an orientation to reviewing professional literature. This will be taught by Professor Gajdosik and will be 10 hours of class time.

**IV. Required Texts:** Quick Medical Terminology, by Smith, et al  
John Wiley and Sons, Inc.

Writing SOAP Notes by Kettenbach  
F.A. Davis Co

Guide to Physical Therapist Practice  
American Physical Therapy Assoc., 2001

Fac Pac, PT 503. UC Bookstore.

**VI. Course Description:** General introduction to the physical therapy profession and professional issues. Includes an overview of the role and responsibilities of a physical therapist within the health care system and society using the principles found in the American Physical Therapy Association's Guide to PT Practice. The course includes; introduction to the US health care system, professional behaviors, legal and ethical guidelines, education theory, disablement model, Guide to PT Practice, documentation, medical terminology; abbreviations and discussion of current issues in physical therapy and health care. The course will also offer you and overview of professional education with reference to The University of Montana PT program, including the clinical portion of the curriculum.

**VII. Evaluation Methods:**

Final Examination*	40%
Current Topics Paper	15%
Presentation	10%
Homework	15%
Quiz	10%
Portfolio	10%

\* Retake available for final only

**VIII. Grading Scale:**

70-79%	C
80-89%	B
90-100%	A

**IX. Teaching Methods:** Lecture/discussion, written assignments, group work, presentations, Medical Terminology Bee (see below). *All written assignments should be typed unless otherwise directed.*

**Professional Behaviors:** Professional behaviors are expected in the course. These include (but are not limited to): responsibility for one's own learning, completion of group and individual assignments in a timely manner, attendance unless excused, coming to class prepared, treating fellow students, staff, and faculty with respect, receiving and giving constructive criticism if appropriate. Please refer to the "Generic Abilities" section in your student handbook.

**Current Issues Paper and Presentation:** During the semester, you will be introduced to current issues in PT and Health Care. You will identify a topic (with instructor's consent) to research and write a paper. The paper will be no longer than 4 pages, double spaced and 12 point font. The paper should generally present the topic, why it is relevant to you and the profession, cover all major perspectives (pro/con, etc). Most important, you should include what your view is of the topic. Take a stand, have an opinion, share perspective, offer solutions, make connections. You will also be assigned to a group of students that have the same topic and in this group, you will present the topic to the rest of the class.

The paper will be judged on presentation, writing style, strength of argument and organization, strength of references (APA style).

You will have 15 minutes to present and 8 minutes to answer questions. The presentation will be judged on your professional appearance, speaking skills, teamwork, organization, and ability to field questions.

**Portfolio:** The portfolio is a tool that documents the development of a career plan and requires the student to assess and reflect upon strengths and weaknesses and interests as he/she matures as a professional. It becomes an organized collection of items that provide evidence of relevant skills and capabilities. It includes a factual description of a student's professional development, identifying strengths, accomplishments, and goals that can be used as part of a resume for achieving a good employment match.

The initial teaching and assessment will be done as part of PT 503. Students will be responsible to meet with their assigned faculty at least once early in the fall

semester to review their initial draft of the required content begin discussing and plan for future content. **Small group meetings are encouraged to minimize faculty time and to give students an opportunity to learn from each other.** Students will also meet with their faculty at the end of the semester to discuss portfolio content and grade, plus review expectations for the next year. (Please see below for outline of this and further meeting requirements)

#### 1<sup>st</sup> year Fall (MS and DPT)

- Students meet with faculty early for planning
- Students meet with faculty late for summative assessment and planning.  
Grade attached to PT 503

#### 2<sup>nd</sup> year Fall (MS and DPT)

- Students meet with faculty for formative assessment and planning

#### 2<sup>nd</sup> year Spring (MS)

- Students meet with faculty at end of term for summative assessment, grade attached to PT 572.

#### 3<sup>rd</sup> year Fall (DPT)

- Students meet early in term with faculty for formative assessment and planning.
- Instructor and/or peers in an Administration class grade students and provide feedback late in the semester.

Items found in a Portfolio could include:

- Career goals and action plans
- Examples of abilities, skills, knowledge, and attitudes related to the profession of PT and to the achievement of individual goals.
- Values assessment
- Statement of professional philosophy
- Reaction paper related to overall goals
- Reflective essay connected to each clinical experience.
- Examples of class work (e.g. case report, abstracts, literature review, papers, power point presentations, research project, etc)
- Certifications, achievements, or special recognitions (e.g. CPR/1<sup>st</sup> aid, immunizations, scholarships, honors/awards, etc)
- Memberships (APTA, PTSA, etc)
- Conferences attended

PT 503 Portfolio requirements:

1. Document skills, knowledge, attitudes, and accomplishments from previous experiences that relate to the profession of physical therapy.
2. Document values assessment and reflection.
3. Document a statement of professional philosophy.
4. Document results of Generic Abilities assessment.
5. Create goals specific for 1<sup>st</sup> year and begin to outline goals related to long term career development. (Consider results from 1-4 above)
6. Evidence of coursework from 1<sup>st</sup> semester classes that demonstrate writing, organizational, reasoning and other skills.

PT 503 Assessment:

Students' Portfolios will be assessed by their assigned advisor for evidence of the following:

1. Past experiences are clearly described and related to skills, knowledge or attitudes; Experiences are readily related to the profession of PT.
2. Values are documented; Reflection is articulate and thoughtful.
3. Statement of professional philosophy is documented; Statement is articulate and thoughtful; Statement is harmonious with values statement; Statement is not in conflict with APTA code of ethics or general professional ethical concepts.
4. Generic Abilities Assessment is documented; Assessment is plausible.
5. Goals are in harmony with generic abilities assessment, values assessment and statement of professional philosophy. Goals are specific, achievable, relevant and time based.
6. All documentation is accurate, well organized, attractively presented, and contains accurate spelling and grammar.

If the above is in evidence, the student will be given 10 points (10% of grade) If any of the above is not acceptable or not in evidence at the end of the 1<sup>st</sup> Fall semester, the advisor will articulate where the problems are and clarify expectations in writing. The student will then be given an Incomplete (I) for PT 503 and reassessed at an agreed time the following semester.

Class Schedule: See below.

Course Objectives: See attached.

Schedule: Fall 2001

Sept. 4: Course Introduction: Schedule overview, expectations, Guide to PT Practice Review, etc.)

- Sept. 6: What is a Profession? ... a Professional? PT - Roles and Responsibilities of a PT, professional behaviors (generic abilities), delivery settings.  
**HW:** Read articles in Fac Pac by Swick and Perry on Professionalism, and answer questions. **HW:** Research education and responsibilities of health care professional assigned. Due Sept. 20<sup>th</sup>.
- Sept. 11: History of PT, APTA: (Ann Williams)  
Curricular review/philosophies (Ann and Dave)  
Include Clin Ed overview, CPI  
The Professional Portfolio  
**Review** Clin. Ed Program information.
- Sept. 13: Clinical Ed experience: Planning; SSCAMP, Liability and health issues.
- Sept 18: Disablement and Patient/Client management models  
**HW:** Read Guide to PT Practice - S13, S19-25, S31-42, S43-47, S97-99. Review S48-95, S100-121. Answer questions.
- Sept. 20 - Preferred Practice Patterns  
**HW:** Read Guide, S125-130, S179-195. Answer questions.  
Turn in health care profession summary assignment paper and on server.
- Sept. 25 - Clinical Reasoning and decision making models  
**HW:** Read Hypothesis Oriented Algorithms in Fac Pac.
- Sept. 28: Clinical reasoning con't.
- Oct. 2: Introduction to the US Health Care System: reimbursement, documentation intro, PT as a member of the Health Care Team, and other potential team members and providers.  
**HW:** Come with copies of 2 articles identifying current issues in health care. **HW - Read:** Stewart and Abeln, Chap 1 in Fac pac and answer questions.
- Oct. 4: US Health Care System con't.  
Current Issues in Physical Therapy and Health Care con't.  
Group discussions on various Health Care professions  
Sign up list on Current Issues topics (9).  
**HW:** read collection of summaries on health care professions and develop at least 2 questions.

\*Evidence Based Practice starts at 9 on Oct. 4 and continues for the rest of the semester each Thursday at this time.

- Oct. 9: Documentation  
**HW:** Read Chaps 1-3 Kettenbach, Stewart and Abeln Chap 2, Scott Chap 2 in learning lab.
- Oct. 11: Documentation (Read Kettenbach)
- Oct. 16: Documentation
- Oct. 18: Documentation
- Oct. 23: Legal Issues in PT  
**HW:** Read State Practice Act in Fac Pac and answer questions.
- Oct. 25: Legal con't. Review Medicare/HCFA Issues
- Oct. 30: Introduction to Ethical Theory  
**HW:** Read Code of Ethics, Guide for Professional Practice Appendix 3 in Guide to PT Practice Case 1
- Nov. 1: Ethical theory con't.  
Case 2  
**HW:** Read Systematic Moral Analysis in Fac Pac.
- Nov. 6: Ethics con't  
Case 3 and wrap up.  
**HW:** Complete Case 2.
- Nov. 8: Patient- Practitioner Collaborative Model: Communication, Teaching and Learning.  
**HW:** Read Understanding Patient Receptivity to Change...in Fac Pac and answer questions.
- Nov. 13: con't.
- Nov. 15: Teaching and Learning  
The collaborative approach in education  
**HW:** Read Bloom's Taxonomy in Fac Pac.
- Nov. 20: Adult Learning and Learning styles
- Nov. 27: Teaching and Learning cases

Nov. 29: Presentations on current issues: 7 Groups of 4 and 2 groups of 3

Dec. 4: "

Dec. 6: "

Dec. 11: Presentations con't plus general discussion of current topics.

Dec. 13: Review

Final Examination as per schedule



PT 503  
Physical Therapy and the Health Care System  
Course Objectives

- 1 = Knowledge and Comprehension
- 2 = Application
- 3 = Psychomotor
- 4 = Synthesis
- 5 = Affective

Course Outline

At the end of the course, the student will, as demonstrated by debate presentation, written position paper, class discussion, written examination, and med term bee participation, with at least 70% accuracy:

Content Area indicated by capital letters:

- A. Medical Terminology
  - 2.1 In a written examination, correctly spell and utilize medical terminology and abbreviations.
- B. History of physical therapy and the APTA
  - 1.1 Name the significant dates and persons involved with the history of physical therapy and the APTA.
  - 1.2 Describe the major historical events that influenced the development of physical therapy.
- C. Disablement Model
  - 1.1 Describe the Disablement Model
  - 1.2 Given a patient history and examination, identify pathology, impairments, limitations, and disability.
- D. Guide to PT Practice
  - 1.1 Describe the components of the Patient/Client Management Model from the Guide to PT Practice.
  - 1.2 Know the type of information available within each Practice Pattern in Part 2.
  - 2.1 Match medically related information with the appropriate component of the Pt/Client Management Model.
  - 2.2 Given a medical diagnosis of pt description, match it with the appropriate Practice Pattern.
- E. Professions, Professional Behaviors, Generic Abilities
  - 1.1 List the characteristics of a profession.
  - 1.2 Describe professional behaviors and generic abilities.

- 1.3 Identify elements of a professional portfolio.
- 2.1 Give examples of appropriate professional behaviors.
- 2.2 Construct a Career Vision
- 2.3 Begin development of a Professional Portfolio
- 3.1 Meet with assigned faculty re portfolio planning and assessment
- 4.1 Analyze physical therapy as a profession.
- 5.1 In class, demonstrate professional behaviors.

F. Communication/Education

- 1.1 Describe general principles of adult education.
- 1.2 Identify the elements of the patient/practitioner collaborative model.
- 1.3 Identify common barriers to communication and learning.
- 1.4 Discuss the role of various contextual issues that can influence a patient's health care experience.
- 2.1 Given clinical situations, apply principles of adult education to patient and professional interactions.
- 2.2 Given a mock patient, describe the patient/practitioner collaborative process.
- 2.3 Given a mock patient, identify barriers to communication, education and goal achievement.

G. Documentation

- 1.1 List the reasons why accurate documentation is important.
- 1.2 Describe the use, advantages, and disadvantages of narrative, SOAP, flow charting, and computer programs in PT documentation.
- 1.3 Name the common categories in a PT evaluation and progress note.
- 1.4 Describe the content of each section of a SOAP note.
- 1.5 Describe the difference between the SOAP format for documentation and The Guide to PT Practice.
- 2.1 Given a list of phrases, name where each phrase belongs in a SOAP note.
- 2.2 Outline a documentation scheme for an initial examination using PT Guide concepts.
- 2.3 Given observations from a PT examination, write the phrases in a Guide format. Delete unnecessary references, delete non-pertinent information, use concise terminology, and use appropriate subcategories.
- 2.4 Write goals/outcomes in pt oriented, measurable, time based and functional format.
- 3.1 Dictate documentation of a patient treatment session that is intelligible.
- 4.1 Given the results of a PT examination, compose a problem list, summary of key findings, short and long term goals/expected outcomes, and formulate a PT plan of care including necessary components.

- 4.2 Given documentation of a patient visit, critique it for completeness, efficiency, and general ability to communicate key information.
- H. The physical therapist's roles in the health care team.
  - 1.1 Describe the unique responsibilities and the overlap of responsibilities of the health care professional assigned.
  - 1.2 Know the similarities and differences between PTs, PTA's, PT Aides, OT's MD's, nurses, social workers, psychologists, and speech pathologists.
- I. Ethical issues, Standards of Practice, Guide to Practice, Clinical Decision Making
  - 1.1 Identify the principles of the APTA Code of Ethics including emphasis on individual patient rights and professional responsibility.
  - 1.2 Describe general ethical theory.
  - 1.3 Describe the APTA Standards of Practice.
  - 1.4 Describe a clinical decision making model.
  - 1.5 Identify the major components of the Guide to PT Practice.
  - 4.1 Given a clinical situation, analyze the issues in terms of the APTA Code of Ethics, Guide for Professional Conduct, and Standards of Practice.
- J. Legal aspects of the practice of physical therapy
  - 1.1 Describe the differences and similarities between ethical and legal considerations.
  - 1.2 Identify various rules of legal physical therapy practice in the State of Montana to include licensure, supervision, unprofessional behavior, use of topical agents.
  - 1.3 Identify issues of legal practice that may vary from state to state.
  - 2.1 Given a situation, determine what is the legal action in the state of Montana.
- K. Health Care System
  - 1.1 Describe the various categories of health care including primary, secondary, and tertiary.
  - 1.2 Describe the components of the US health care system to include government, private, managed care, third party payers, etc.
  - 1.3 Describe how physical therapy fits within the health care system.
- L. Issues in Physical Therapy and Health Care
  - 1.1 Identify current relevant issues in physical therapy.
  - 4.1 As evidenced by effective participation in a formal presentation and position paper, demonstrate knowledge of the political, educational, professional, and social aspects of a relevant issue to PT.

## PT 503 - PHYSICAL THERAPY AND THE HEALTH CARE SYSTEM

## UNIT ON INTRODUCTION TO PROFESSIONAL LITERATURE AND EVIDENCE BASED PRACTICE

(Fall, 2001)

- I. **Credits:** 1      Clock Hours: 10
- II. **Class Meets:** Thursday: 9:10-10:00, Sept 20-Dec 6 (See detailed schedule below)
- III. **Professor:** Rich Gajdosik, Work - 243-5183/4753, Home - 251-0266
- IV. **Unit Description:** Introduction to professional literature related to physical therapy, including history & current trends, types of journals, types of articles, orientation to data bases and search methods, components of the scientific article, critically reading a research article, applying research to support evidence based practice, and the publication purpose and process.
- V. **Required Textbooks and Materials:**  
  
Introduction to Professional Literature Faculty Pac: Purchased at University Book Store
- VI. **Evaluation Procedures:**  
  
1) Written critique of a research article: 50%  
2) Written essay exam: 50%  
  
Grades determined by the instructor's evaluation of the accuracy & quality of written critique and essay exam, including clarity of thought, written communication, and organization. Grading will be submitted as a %.
- VII. **Teaching Methods and Learning Experiences:** Lecture and discussion, questions and responses, practice of data base searches, independent reading and study.

**UNIT OUTLINE & SCHEDULE**  
**INTRODUCTION TO PROFESSIONAL LITERATURE AND**  
**EVIDENCED BASED PRACTICE**

Class number (and Date)	Content
1 (Sept 20)	Orientation to The Mansfield Library & Data Base Searches: Barry Brown, Science Librarian (Library, Level 2: Student Learning Center, 11:30-1:00)
2 (Oct 4)	Introduction to Unit, History of research in PT and current trends
3 (Oct 11)	Introduction to Types of Professional Journals and Magazines, and Types of Journal Articles
4 (Oct 18)	The Components of a Scientific Research Article & Research Design
5 (Oct 25)	Critically reading a research article: Continuation of Research Design & Orientation to Statistical Analyses
6 (Nov 1)	Critically reading a research article: Example and Discussion I
7 (Nov 8)	Critically reading a research article: Example and Discussion II
8 (Nov 15)	Focus on Research and Evidence Based Practice: Definition & Discussion
9 (Nov 29)	Focus on Evidence Based Practice cont: Plus orientation to the publication process (Discussion)
10 (Dec 6)	Essay exam (50 min) and Written Critiques due